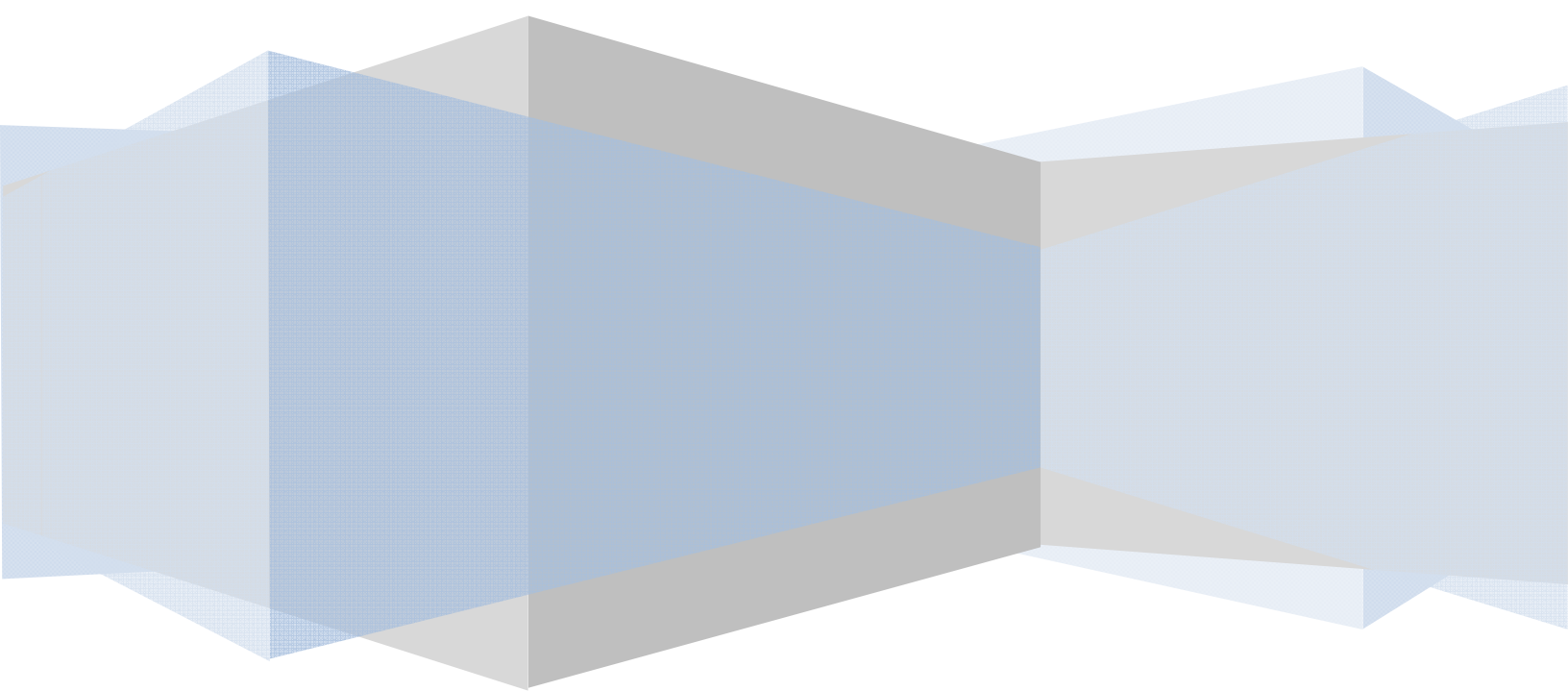


# 2013 Child Count Data Collection



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

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# **Child Count Data Collection**

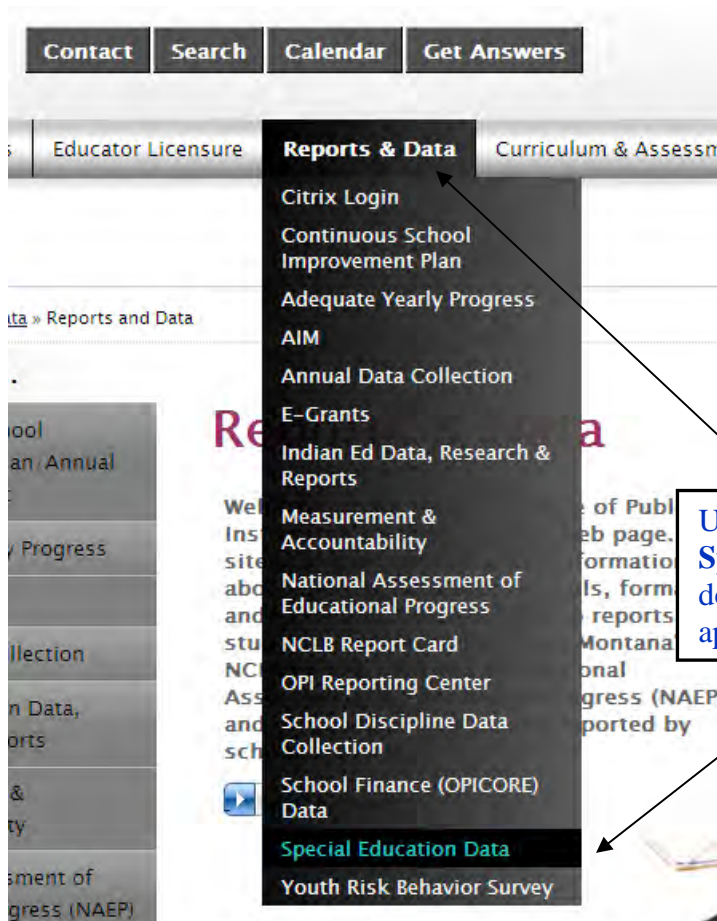
**This is a collection of data on students with an identified, eligible disability, an active IEP, proper documentation in AIM and who are receiving services on the count date.**

**Count Date – October 1, 2012**

**Due Date – November 16, 2012**

**This data collection is a requirement of the U.S. Department of Education,  
Office of Special Education Programs.**

## Log In Page

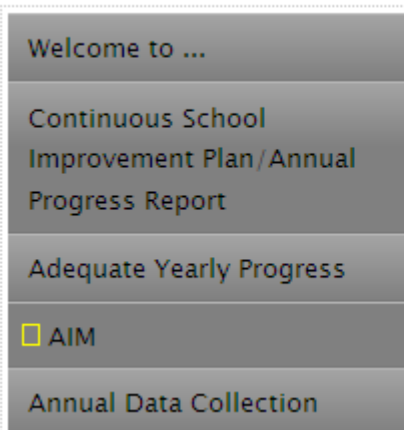


To Log In to the Child Count application you will need the URL (web address) and a User Name; both are e-mailed to Registered Users by the OPI. The URL for the Child Count application can also be found on the OPI Web site under Special Education Data in the “Reports & Data” section.

([http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1\\_11](http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_11))

Under **Reports and Data** click on **Special Education Data** in the drop-down box to find the Child Count application link on the next page.

[Home](#) » [Reports&Data](#) » Reports and Data



### Special Education Data and Reports

[Special Education Report to the 62nd Montana Legislature](#)

[Special Education](#)

[DISTRICT PERFORMANCE](#)

**2013 Child Count Collection**

[CHILD COUNT APPLICATION](#)

Under **Special Education Data and Reports** you will find the **Child Count Application** button. After you click on it the Child Count Log In page will appear.

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Below is the Log In screen you will see after you click on the Child Count Application button described above. You did *not* receive a **Password** via e-mail; the box below contains instructions for obtaining a **Password**. If you do not know your User Name or have trouble logging in, contact Jan Duiker at [jduiker@mt.gov](mailto:jduiker@mt.gov) or 406-444-7432.

OPI SPED Child Count

After you type in your User Name click on **Forgot Your Password? A new one will be e-mailed to you.** Shortly, you will receive an e-mail from the OPI containing a Password.

**Log In**

User Name:

Password:

**Log In**

[Forgot your password? A new one will be e-mailed to you.](#)

After you receive your new Password via e-mail, enter your User Name and Password and click the Log In button.

## Getting Started with Child Count Data

When you see this screen, you are in the Special Education Child Count Data Collection application.

OPI SPED Child Count

Home Data Entry Reports Administration Help Logout

**Special Education**  
Office of Public Instruction

**Child Count and Exiting Data Collection Application**

Welcome to the Special Education Child Count and Exiting Data Collection Application.

- For Child Count this application will allow you to verify and validate information that is imported from AIM.
- For Exiting this application will allow you to identify students who exited Special Education.
- If changes need to be made to the data, please update both your source student information system (e.g., PowerSchool, SchoolMaster) and AIM and reimport your data.

If you have any questions, contact: Jan Duiker at (406) 444-7432 or [jduiker@mt.gov](mailto:jduiker@mt.gov)  
or Ann Rainey at (406) 444-4430 or [arainey@mt.gov](mailto:arainey@mt.gov)

This application is best viewed using Windows Internet Explorer version 7 or 8. Other browsers are not supported.

The **Data Entry** tab is the option you will use for selecting "Child Count."

The **Reports** tab lists reports available to the user.

The **Administration** tab allows you to change your password.

The **Help** tab provides access to the User Manual.

The **Logout** tab logs the user out of the application.

## Reporting Child Count Data

After Child Count has been selected under the Data Entry tab you will see the following screen. Select **District** and **School** and then click the **Import Students** button.

Select the District:

Select the School:

The last date you imported records for this school was: 08/24/2012

The number of students that will be counted at this school is: 3

The number of students with some Special Ed data on their AIM record that might need to be included in the count is: 5

After you select **Import Students**, the number of students who will be counted in Child Count will appear.

**Print list of imported students**

**Print list of students with some Special Ed data on their AIM record that might need to be included on the count.**

If you have made changes in AIM you must click the import students button for the changes to reflect here.

Students who are ready to be counted in Child Count can be found in the middle of the page.

To view the list in an Excel format in order to print it, select the **Print List of Imported Students** button.

\* All data entered in AIM will be used for Child Count. If you have made changes in AIM, all student record changes must be reflected in AIM.

\* Disability Codes: If a student has a disability code, all student record changes must be reflected in AIM.

\* Race Codes, Disability Codes, and Setting of Service Codes are explained at the bottom of this Web page.

This list below contains the students who were imported from AIM and will be counted on Child Count if you click submit right now. If this list is empty and you click submit, you will have a Child Count of 0 for this school.

These are students with a setting of service, an evaluation with disabilities, and an IEP on the count date. Students without all three may be eligible to be counted, but will not be imported until their record is modified in AIM.

State ID	Name	Birthdate	Gender	Race	LEP	Setting of Service	AU	DE	DD	ED	OI	TB	LD	CD	DB	HI	OH	SL	VI
XXXXXXXXXXXXXXXXXXXXXX		12/16/1998	M	WH7		01												X	
XXXXXXXXXXXXXXXXXXXXXX		12/30/1999	M	AM7		01	X											X	
		12/10/1999	M	WH7		02							X						

**Carefully review for accuracy the list of students who are ready to be counted in Child Count.** If you discover an error, the change will have to be made in AIM and the data reimported. Code explanations for Disability, Race and Setting of Service can be found below the list of students as you scroll down the page. If you determine a listed student should *not* be counted on Child Count according to the criteria mentioned on page 3, make the appropriate changes in AIM and reimport the data. See additional instructions on page 10. The following paragraph describes the steps for adding a student to the list.

## Students with Issues on AIM Records

Click the **List of Students with some Special Education data on their AIM record that might need to be included on the count** button to view a list of these students. Carefully review this list. These students may actually meet the criteria mentioned on page 3 and *should* be counted in Child Count, but have incomplete or missing information in AIM. For these students to be counted the following information needs to be correct: an active IEP, Setting of Service, Disability and Demographics. If any of these are either missing or incorrect, the appropriate changes will have to be made in AIM and the data reimported. See additional instructions on page 9.

This screenshot shows a web interface for managing student data. It includes a 'Submit District' button and an 'Import Students' button. Below these, it displays the date 'school was: 08/24/2012'. Two callout boxes provide instructions: one points to the 'Import Students' button, stating 'Click this button to view a list of the students. The list will appear in an Excel format.'; the other points to the 'Submit District' button, stating 'The number of students who have issues on AIM records that possibly prevent them from being counted and should be reviewed.' Below the buttons, two statistics are shown: 'The number of students that will be counted at this school is: 3' and 'The number of students with some Special Ed data on their AIM record that might need to be included in the count is: 5'. At the bottom, there are two buttons: 'Print list of imported students' and 'Print list of students with some Special Ed data on their AIM record that might need to be included on the count.'

## Submitting School Child Count

After you have made all corrections, reimported the data and are certain the list of students who will be counted in Child Count at this school is correct, click the **Submit School** button.

This screenshot shows a web interface for submitting school child count. It features two dropdown menus: 'Select the District:' with 'Absarokee Elem - 0861' and 'Select the School:' with 'Absarokee 7-8 - 1775'. Next to each dropdown are buttons for 'Submit District', 'Show school', 'Import Students', and 'Submit School'. A callout box points to the 'Submit School' button, stating 'To submit, click the Submit School button.' Below the dropdowns, two statistics are displayed: 'The number of students who will be counted at this school is: 1' and 'The number of students who have issues on AIM records preventing them from being counted: 6'.

NOTE: The **Submit School** button is disabled until October 1. As Child Count is the count of special education students enrolled *on this day*, you may not submit data prior to October 1.



## Checking School Progress and Submitting District

To see whether or not schools in the district have submitted their data, click the **Show School Progress** button.

Select the District: Absarokee Elem - 0861

Submit District

Show school progress

Select the School: Absarokee 7-8 - 1775

Import Students

Submit School

After you click the **Show School Progress** button a complete list of schools in the district will appear along with their status--whether Submitted or Not Submitted.

Select the District: Absarokee Elem - 0861

Submit District

Hide school progress

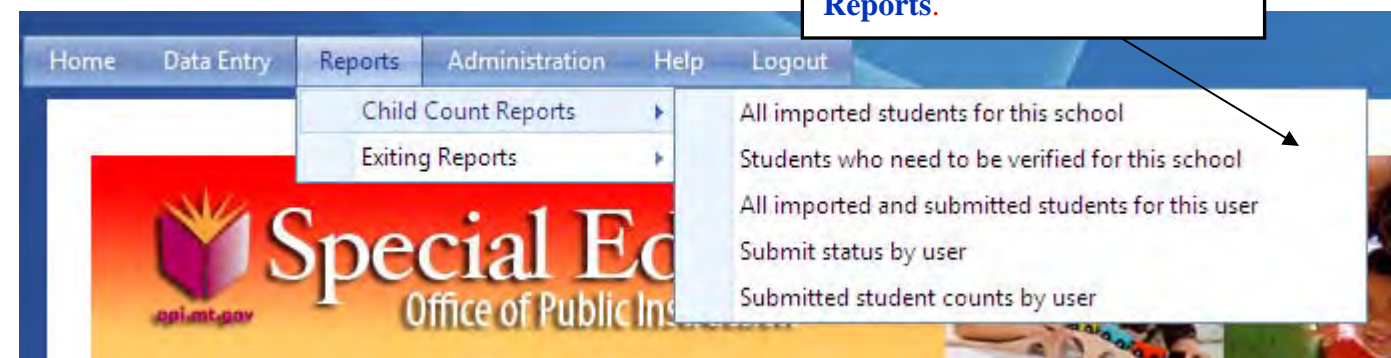
- Absarokee 7-8 - 1775 - Not Submitted
- Absarokee School - 1125 - Not Submitted

When you are certain all districts have submitted correct information, you need to click **Submit District**. At this point no further changes can be made.

## Reports

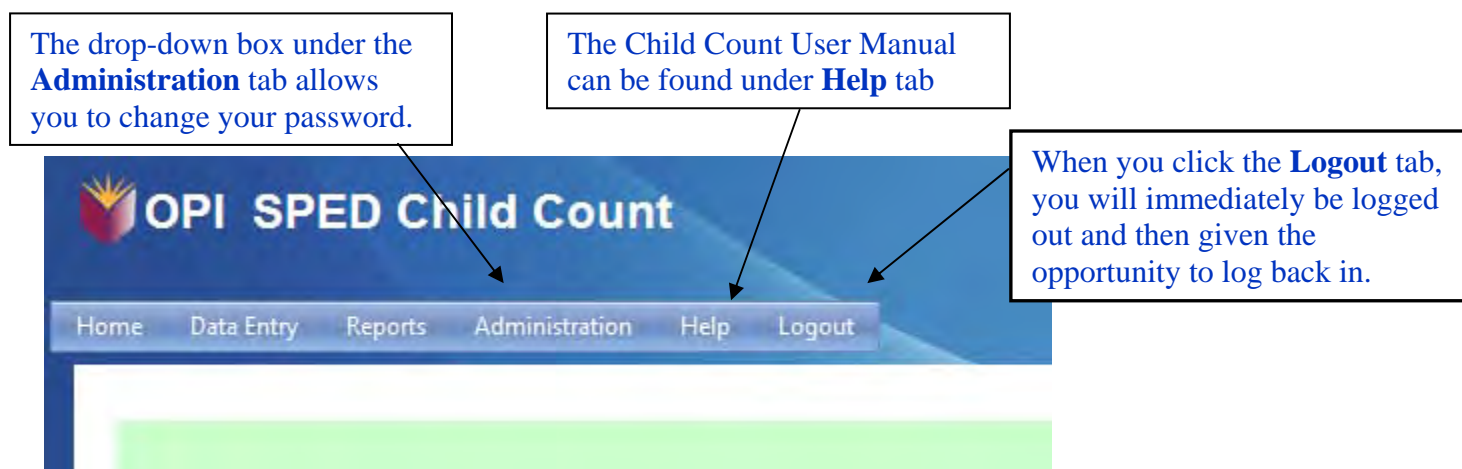
A variety of reports can be accessed from the **Reports** tab on the home page.

Drop-down boxes allow you to see a list of **Child Count Reports**.





## Administration, Help and Logout



## Correcting Problems Between Child Count and AIM

### ***Removing a Student from the Child Count List***

If you determine a listed student should *not* be counted on Child Count according to the criteria mentioned on page 3, enter an Exit Date and Exit Reason on the Enrollment page in AIM under Special Education. You will need to make the changes both in AIM and in your district student information system (e.g., Power School or Schoolmaster) if you are using a different district student information system than Infinite Campus. If the data is not changed in your district's student information system, it will be overwritten during the upload process and any changes made to the AIM information will be lost. After making changes, you will be able to reimport your data into the Child Count application and continue verifying it.

### ***Adding a Student to the Child Count List***

Students will not appear on Child Count if the required information is not in AIM. If you determine a student on the ***List of Students with some Special Education data on their AIM record that might need to be included on the count*** should be counted on Child Count according to the criteria mentioned on page 3, you will need to make changes both in AIM and your district student information system (e.g., Power School or Schoolmaster) if you are using a different system than Infinite Campus (AIM). If the data is not changed in your district's student information system, it will be overwritten during the upload process and any changes made to the AIM information will be lost. After making changes, you will be able to reimport your data into the child count application and continue verifying it.

PLEASE NOTE: If there are **no** students enrolled for school year 2012-2013 in your AIM database, you will not have any students show in your child count.

Below is the information that *must* be in AIM for a student to appear on Child Count.

From the Student's AIM Enrollment Page/Special Education Fields:

- **Setting of Service**—If this is incorrect or missing, change to the correct Setting of Service.

From the Student's Summary information:

- **State ID**
- **Name**
- **Birth date**
- **Gender**
- **Race**
- **LEP Status**

From the Student's Special Education Module:

- **Disability** – The disability will be pulled from the most recent, *locked* Evaluation Report. If one does not exist in the AIM system, please complete a “mini ER” to get the required information into the system. Instructions for completing this can be obtained by contacting Jan Duiker ([jduiker@mt.gov](mailto:jduiker@mt.gov) or 406-444-7432).
- **IEP** – A current, *locked* IEP is required. If one does not exist in the AIM system, please complete a “mini IEP” to get the required information into the system. Instructions for completing this can be obtained by contacting Jan Duiker ([jduiker@mt.gov](mailto:jduiker@mt.gov) or 406-444-7432).

## ***Making Corrections to a Student's Data in AIM***

Changes to a Student's Summary Information

Any changes that need to be made to a student's summary information (demographic information) must be made by the AIM Specialist in your district.

Changes to the Student's Enrollment Tab/Special Education Fields

Setting of Service change may need to be made by your district AIM Specialist, depending on your user rights. If you have the ability to change the enrollment/special ed fields:

- Navigate to your student's General Student Information module
- Click on the Enrollment Tab
- Double click on the enrollment for the current school year
- Scroll all the way down the page to the Special Ed Fields area
- Change the Setting of Service for that student
- Click “save” at the top of the page

## Race/Ethnicity Categories

<b>AM7</b>	<b>American Indian or Alaskan Native</b>	A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community recognition.
<b>AS7</b>	<b>Asian</b>	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, Vietnam and Laos.
<b>BL7</b>	<b>Black or African American</b>	A person having origins in any of the Black racial groups of Africa.
<b>HI7</b>	<b>Hispanic/Latino</b>	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino.
<b>PI7</b>	<b>Native Hawaiian or Other Pacific Islander</b>	A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
<b>WH7</b>	<b>White</b>	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

## Setting of Service Categories

### Students, Ages 6-22

**Calculate Percentage of Time Inside the Regular Classroom for Students Ages 6-22:** divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100 to find the percentage. Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Code	Name	Short Description	Full Description
01	<b>Regular Class</b>	Inside the regular class 80% or more of the day	Students who spend 80% or more of the school day inside the regular classroom (outside the regular classroom less than 21% of the day). <b>Examples:</b> regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource room.
02	<b>Part-time Special Education</b>	Inside the regular class between 40% and 79% of the day	Students who spend no more than 79% and no less than 40% of the school day inside the regular classroom (outside the regular classroom for at least 21% but no more than 60% of the day). <b>Examples:</b> resource room with special education/related services provided within the resource room; or resource room with part-time instruction in a regular class. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
03	<b>Full-time Special Education</b>	Inside the regular class less than 40% of the day	Students who spend less than 40% of the school day inside the regular classroom (outside the regular classroom for more than 60% of the day). <b>Examples:</b> self-contained special classroom with part-time instruction in a regular class; or self-contained special classroom with full-time special education instruction on a regular school campus. <u>Do not include students who are reported as receiving education programs in public or private separate day schools or residential facilities.</u>
21	<b>Separate Day School (public/private)</b>	Separate day school	Students who receive education programs in public or private separate day school facilities. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private separate day schools. <b>Examples:</b> public and private day schools; public and private day schools for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities <u>if the student does not live at the facility.</u>
22	<b>Residential Facility (public/private)</b>	Residential Facility	Students who receive education programs and <u>live in</u> public or private residential facilities during the school week. This includes students with disabilities receiving special education and related services, at public expense, for greater than 50% of the school day in public or private residential facilities. <b>Examples:</b> public and private residential schools for students with disabilities (Montana School for the Deaf and Blind); or public and private residential schools for students with disabilities for greater than 50% of the day and separate day schools or regular school buildings for the remainder of the school day. <u>Do not include students who do not live at the facility.</u>

8	<b>Homebound/Hospitals</b>	Homebound/Hospital	Students who receive education programs in homebound/hospital environments, including students with disabilities placed in and receiving special education and related services in hospital programs or homebound programs. <u>Do not include students with disabilities whose parents have opted to home-school them and who receive special education at public expense.</u>
9	<b>Correctional Facilities</b>	Correctional Facility	Students who receive special education in correctional facilities. This is intended to be a count of all students receiving special education in short-term detention facilities (community-based or residential), or correctional facilities.
10	<b>Private Schools (parentally placed)</b>	Parentally placed in private schools	Students who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a services plan. Include students whose parents chose to home-school them, but who receive special education and related services at the public expense. <u>Do not include students who are placed in private schools by a public school district.</u>

### **Students, Ages 3-5**

In May 2010, the Office of Special Education Programs released new setting of service definitions for all early childhood students (those aged 3, 4, or 5). Rather than continue to determine their settings as a percentage of time spent in a regular early childhood setting to coincide with the way setting of service was determined for those aged 6 through 22, they have determined that settings of service for early childhood should be determined based on involvement in an early childhood program, and where the child actually receives their services.

In order to determine the setting of service if a student is enrolled in an early childhood program (to include, but not limited to: Head Start, Kindergarten, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergartens or preschools, and group child development centers or day cares), you must first determine the amount of time the student spends in an early childhood program:

- If they spend 10 or more hours per week in the early childhood program(s), do they receive the majority (50% or more) of their special education services at the early childhood program (in the classroom itself)?
  - If yes, then they would be coded as a *23:RegECprog>or=10hrs/wk rcving svcs IN EC SETTING.*
  - If no (they are pulled out of the classroom for services or receive services in their home separate from the program, or at a provider location) they would be coded as a *24:RegECprog>or=10hrs/wk rcving svcs AT OTHER LOC.*
- If they spend less than 10 hours per week in the early childhood setting, do they receive the majority (50% or more) of their special education services at the early childhood program (in the classroom itself)?
  - If yes, then they would be coded as a *25: RegECprog<10hrs/wk rcving svcs IN EC SETTING.*
  - If no (they are pulled out of the classroom for services or receive services in their home separate from the program, or at a provider location) they would be coded as a *28: RegECprog<10hrs/wk rcving svcs AT OTHER LOC.*

- If the student does not spend any time in an early childhood setting, determine where they receive their services.
  - 26: Separate Class
  - 16: Separate School
  - 15: Residential Facility
  - 13: Home
  - 27: Service Provider Location

## Disability Categories

<b>AU</b>	Autism	<b>LD</b>	Learning Disability
<b>CD</b>	Cognitive Delay	<b>OH</b>	Other Health Impairment
<b>DB</b>	Deaf-Blindness	<b>OI</b>	Orthopedic Impairment
<b>DD</b>	Developmental Delay	<b>SL</b>	Speech/Language Impairment
<b>DE</b>	Deafness	<b>TB</b>	Traumatic Brain Injury
<b>ED</b>	Emotional Disturbance	<b>VI</b>	Visual Impairment
<b>HI</b>	Hearing Impairment		